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Workshops were conducted in 1965 at the Universities of New Mexico, Maryland, and Washington for 150 educators responsible for preparing trainers of adult basic education teachers. Immediate program evaluation and followup evaluation were done: the University of Maryland followup surveyed not only workshop participants, but also trainers and teachers taught by them. The workshops led to the publication (1966) of a guide for teacher trainers and to the creation (1967) of a national clearinghouse on public school adult education. Areas of need were highlighted in information and coordination, teacher training, curriculum development, funding, publicity, student evaluation, and counseling. Recommendations called for a national service bureau in adult basic education, regional demonstration centers, a national teacher training institute, demonstration projects in industry, and a demonstration project to train dropouts and unemployed youth as teacher aides. (ly)

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FINAL REPORT

"TRAINERS OF TRAINERS' WORKSHOPS"

IN ADULT BASIC EDUCATION

AND

SUBSEQUENT GRANT ACTIVITY

Sponsor: Ford Foundation

Grant Period: April, 1965 to August, 1968

University of Maryland

Conferences and Institutes Division
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PREFACE

The Ford Foundation workshops for trainers of trainers in adult basic education, held in the Summer 1965, made a major contribution to the field. The Workshops effort had a far-ranging impact; for example, a "Guide for Teacher Trainers in Adult Basic Education" was published; a nation wide- evaluation of the impact of the program upon the participants and those whom they trained was effected; new direction was given to the field of adult basic education as a result of the work of those who attended the Summer 1965 Workshops; and finally, a coordinating office was established within the National Association for Public School Adult Education to serve as a Clearinghouse and disseminator of information on adult basic education training activities across the country.

There were many who helped to make this project successful, including the Workshops' 155 participants; the administrative staff and the resource people who devoted long hours to the Workshops themselves; U. S. Office of Education consultants; the ever-present cooperation and insight brought to the project by Mr. Robert Luke and the staff of NAPSAE, Washington, D. C.; the able leadership of Dr. Richard W. Cortright who directed the NAPSAE Adult Education Clearinghouse as repoted in Chapter IV; the long, tedious hours which the staff of the Conferences and Institutes Division dedicated to the project; and finally, the continued confidence which Dr. Stanley Drazek and Dr. Donald Deppe placed in me to carry out the dictates of the grant:

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FINAL REPORT

"TRAINER OF TRAINERS' WORKSHOPS" IN ADULT BASIC EDUCATION SUMMER 1965

I. OVERVIEW OF THE WORKSHOPS AND SUBSEQUENT ACTIVITIES

Workshops for educators responsible for preparing trainers of teachers in adult basic education were held in the summer of 1965 at three locations throughout the country under a grant from the Ford Foundation. The Workshops were conducted at the University of New Mexico, the University of Maryland, and, through the Seattle, Washington Public School System, at the University of Washington. One hundred and fifty-five administrators, supervisors, university faculty, and teachers were brought together to explore ways of handling the task of training trainers and teachers in their States in adult basic education. Each Workshop had its own training approach, but, in general, the participants examined and experimented with the basic techniques, methods, materials, and sociological-psychological information necessary to allow them to train those in their States who would be working with the undereducated adult. Each of the three Workshops established a nucleus of trained professionals to assist in the implementation of Title II B of the Economic Opportunity Act of 1964 (Adult Basic Education).

Evaluation forms were also developed for each Workshop and these forms were administered to the participants at the end of the Workshop. In addition, it was deemed necessary to perform a follow-up evaluation of the Workshops, preferably several months after the participants had returned to their states to apply the knowledge and skills gained in the Workshops. The University of Maryland was granted supplemental funds from the Ford Foundation to perform a follow-up evaluation which included not only a survey of the Workshop participants but also of the trainers and teachers who were trained by the participants.

In addition to these efforts, a "Guide for Teacher-Trainers in Adult Basic Education" (Washington, D. C.: NAPSAE, 1966) was published in early 1966. The Guide was a blending of the materials generated by all three Workshops. It has served as the first basic reference for those who are doing teacher-training in adult basic education and also as a standard reference for each participant in the 1966 Workshops in Teacher-Training held under the auspices of the U. S. Office of Education in cooperation with the National University Extension Association (NUEA).

The Guide has become a useful tool in the field, and it stands as a first attempt to express some of the diverse views on the training of teachers in adult basic education.

According to impressions gained by those closely connected with the operations of the project, there were other indications of the success of the Summer 1965 Workshops. State teacher-training workshops conducted under Title II B were reportedly influenced by those who attended the three initial Workshops supported by the Ford Foundation; more adult-oriented materials in basic education were published by commercial publishers as a result, possibly, of pressure from the Workshops' participants; many participants formed close bonds which resulted in beneficial exchanges of information on programs, research and evaluation projects, and other current and projected developments; the course of legislation in the 89th Congress in favor of adult basic education was probably influenced; and finally, there arose from the Workshop experience a sense of professionalism in the field of adult basic education which was not previously evident.

The subsequent series of regional teacher-training workshops, funded by the U. S. Office of Education and conducted in cooperation with the NUEA at selected universities throughout the country, included many of the Summer 1965 Workshop participants. These people reportedly played important roles in the 1966 teacher-training workshops as administrators, consultants, resource staff, and participants.

In an effort to extend and lengthen the impact of the Workshops, the University asked the National Association of Public School Adult Educators (NAPSAE) to establish a clearinghouse in adult basic education. The NAPSAE Adult Education Clearinghouse (NAEC) came into being and its activities and contributions to the field constitute Chapter IV of this Report.

The effects of the Summer 1965 Workshops and subsequent activities will be felt for many years in the field of adult basic education. This fast growing area of education desperately needed a stimulus in 1965 to give direction and vitality to an area of concern in our country which heretofore had been sadly neglected. With the new resources made available by the federal government to combat the problem of undereducation among our adult citizens, and with the new personnel, methods, materials, and techniques which are appearing daily in the field, the Summer 1965 Workshops stand as an important milestone in the history of America's attempt to eradicate functional illiteracy.

II. PUBLICATION AND EVALUATION

Subsequent to the conduct of the workshops a "Guide for Teacher-Trainers in Adult Basic Education" was published and a dual phase evaluation project was undertaken. The Guide and the evaluation project are described briefly in the present chapter of this report.

A. "Guide for Teacher-Trainers in Adult Basic Education"

Materials for a guide for teacher-trainers were solicited from all three Workshops. These materials were then submitted to the National Association for Public School Adult Education (NAPSAE) for compilation, editing, and publication. The result was the highly-commended "Guide for Teacher-Trainers in Adult Basic Education" published in the spring of 1966. Copies of the Guide were sent to all State directors of adult education, to the participants in the Summer 1965 Workshops, to the 960 teachers and supervisors who attended the U.S. Office of Education - NUEA Teacher-Training Workshops in the summer of 1966, and to other interested teacher-trainers who requested copies. Subsequent editions of this document will be published directly through NAPSAE headquarters. Responses to the Guide's evaluation form and subsequent developments in the area of adult basic education will provide new material for promised editions. Credit should be given to the NAPSAE headquarters' staff, especially Mrs. Virginia Warren, for its admirable efforts in publishing this Guide.

B. Evaluation

Evaluation instruments were designed by an independent consultant, revised by University of Maryland faculty and staff, and submitted to the field in the summer of 1966. There were two parts to the evaluation: (1) a survey of the participants in the Summer 1965 Workshops, and (2) a survey of those trainers and teachers who were trained in the States as a result of the efforts of the participants in the Summer 1965 Workshops. These evaluations comprise the first effort to perform a nation-wide examination of the results of the training of trainers of teachers of adult basic education and of the training of classroom teachers of the undereducated adult. It must be emphasized that these evaluation efforts are based upon a limited sample, but the comments of those surveyed are considered significant for further study. The balance of this section of the report is related to these two surveys.

1. Evaluation of the Summer 1965 Workshops' Participants

The Participant Evaluation Questionnaire (Appendix A) was sent to the participants in the Summer 1965 Workshops in adult basic education. There were 70 questionnaires returned in the period May to October, 1966; these responses represent at least 50 percent of the participants of each of the three Workshops. The summary of these responses is divided into three parts: (a) who are the trainers?; (b) how effective did they feel the training was which they received?; and (c) what do they think are the major unresolved problems in the field of adult basic education?

a. Who are the trainers?

Question 1. What is your current responsibility in adult basic education?

Seventy percent of those responding stated they were administrators, supervisors, or teacher-trainers in adult basic education. A few (5%) showed no involvement in adult basic education. The others were teachers, researchers, or involved in other ways in adult basic education programs. This would indicate that the majority of those who participated in the Summer 1965 Workshops continued in or entered administrative roles in adult basic education, thus fulfilling the role foreseen for them at the time of the Workshops.

b. How effective was the training which they received?

Questions 2, 3, 4, 5, 6, and 9 are related to the participants opinions of the effectiveness of the training which they received in the Summer 1965 Workshops.

Question 2. Which Workshop did you attend?

Between 40 and 47 percent of the participants in each workshop responded to the questionnaire, as indicated in the accompanying table. All three Workshops are well represented in the final tabulation, and the number of responses would indicate that there are sufficient data to draw at least tentative conclussions.

SUMMARY OF RESPONSES TO
SUMMER WORKSHOP
EVALUATION QUESTIONNAIRES

Program	Number in Attendance	Number of Responses	Percent of Response
University of New Mexico	20	8	40.0
University of Washington	29	12	41.4
University of Maryland	106	50	47.2
TOTALS	155	70	45.2

Question 3. What is your present recollection of the primary objectives of that Workshop?

Several persons responded to more than one of the categories. Of the 70 responses, 63 recalled that the primary objective of their Workshop was "to prepare me to train teachers to teach adults." Other objectives frequently mentioned (more than 10 times) were: "to help me to supervise teaching programs in adult basic education," "to help me to understand disadvantaged adults," and "to give me administrative skills in adult basic education." The responses indicate that the objectives as set by the Workshops' planners were the objectives which were accepted in almost every case by the Workshops' participants.

Question 4. To what extent did the Workshop meet these objectives?

Of the 70 replies, 55 felt that the Workshop which they attended met the objectives recalled "quite well" or "completely."

Question 5. Indicate the greatest strengths and the greatest weaknesses of the Workshop.

The responses to this question were openended, and only those responses which appeared seven or more times (10%) are listed below. The relative frequencies are also indicated.

Strengths

Comment	Relative Frequency
Well-planned organization	20/70
Involvement of participants	15/70
Named a specific speaker or resource person	12/70
Named a second specific speaker or resource person	11/70
Exchange of ideas	9/70
New teaching techniques	8/70
Facilities	8/70
Use of materials	7/70
Reports, demonstrations, etc.	7/70
Cooperation and coordination	7/70

Weaknesses

Comment	Relative Frequency
Lack of information about undereducated adults	13/70
Too much material	12/70
Participants not working effectively together	10/70
Sessions too long	10/70
Poor organization	9/70
Goals not clear	8/70

No analysis was made comparing those who made the above comments and the Workshop which they attended. These comments, therefore, should be considered as general opinions of the three Workshops.

Question 6. What percentage of the ideas and methods of the Summer 1965 Workshops was transferable?

Of the 70 responses, 52 (73%) reported that most ("all" or "much") of the ideas and methods of the Workshop were transferable to their work with the adult undereducated. Only 6 of the 70 responding reported that "little" or "none" of the information was transferable to their work.

Question 9. Program Content.

The following summarizes the relative rating ("good" or "poor") given by participants to various elements of program content.

Program Content	Relative Frequency*
"Good"	
Curricula for training teachers in adult basic education	42/70
Availability of sample curricular materials	35/70
Use of audio-visual aids	35/70
Reading	34/70
Teacher training methods	34/70
Recruitment of students	33/70
Psychology-sociology of the undereducated	33/70
Exposure to methods of teaching adult basic education	30/70
Selection of materials	30/70
Bibliographies and library materials	30/70
Recruitment of teachers	25/70
Motivation and retention of students	22/70
"Poor"	
Review and interpretation of research	36/70
Consumer education	30/70
Citizenship	24/70
Arithmetic	23/70
Job orientation	21/70

All other areas on the evaluation form, based on a response equal to or greater than 30 percent, were rated as "fair." The responses indicate that the areas other than reading, e.g., areas which involve helping the undereducated adult to function fully in society, need much more emphasis in future training programs. The responses also indicated a continuing need for research.

c. What are the major unresolved problems in the field of adult basic education?

Questions 7, 8, and 10 apply to this topic.

Question 7. What new needs have you become aware of through your activities in adult basic education that were not dealt with in the Workshop?

* Responses occuring fewer than 21 times (30%) are not shown.

New Needs	Relative Frequency*
Better evaluation methods.	10/70
Need for qualified (certified) teachers	10/70
More effective means of reaching adults	9/70
More depth on material	8/70
Continuous workshops for new methods of teaching.	7/70
Lack of reference or handbook material	7/70
More practical counseling methods for working with adults. . . .	7/70

There was repeated concern shown regarding the lack of evaluation, research, and the dissemination of new information on almost all aspects of adult basic education.

Question 8. How can subsequent workshops for trainers of teachers be made more effective in terms of the following? (Participants were asked to make one comment under each heading.)

Area of Concern	Comment	Relative Frequency
a. Length of time devoted to the institue	2 weeks	33/70
	1 week (concentrated)	21/70
b. Choice of personnel to attend	Similar type people (e.g., State Departments)	20/70
	Knowledgeable personnel such as teachers and administrators	18/70
c. Method or presentation of materials	Actual demonstration and display	11/70
d. Area or topic reasonably dropped	None	39/70 (none strongly mentioned)
e. Area of topic which should be included	None	16/70
	(27 topics were mentioned 1 to 5 times)	
f. Choice of resource persons	Those actually engaged in adult basic education	16/70
	No change	16/70

* Responses occuring fewer than 6 times are not shown.

Area of Concern	Comment	Relative Frequency*
	Any regional or national persons responsible for adult basic education programs	16/70

Question 10. What is the major unresolved problem you face in training teachers of the adult undereducated?

Unresolved Problems	Relative Frequency
Outdated teaching methods and teachers	11/70
Recruitment of teachers	11/70
Insufficient budget	10/70
Not enough pay for teachers	9/70
Keeping teachers qualified	9/70
Being forced to train teachers in spare time	7/70
Lack of materials and equipment	7/70
Insufficient course offerings	7/70
Proper communication to keep current in the field	7/70

There was a desire manifested for new methods, new materials, and additional insights on the motivation and recruitment of the undereducated. The problems associated with the lack of adequate budgets were also frequently mentioned.

In addition to the above responses, there were many other significant comments listed under Question 10. Those listed below are indicative of the general feeling of the field for what still has to be done to advance local and state programs of adult basic education.

a. "We need full-time facilities for adult education and also full-time teachers." (Program Specialist -- Adult Basic Education)

b. "One source is needed to gain information on current and new developments in the field of adult basic education." (State Supervisor of Education)

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* Responses occuring fewer than 7 times (10%) are not shown.

c. "The major problem is retention and motivation. We have no real goals such as being able to give the students an adequate assurance of employment." (Public Schools - Assistant in Adult Education)

d. "Getting the school system to conceive of and implement something more than a retread of old high school equivalency evening programs." (University faculty)

e. "If the adult basic education program is to succeed, more involvement with the college and university must take place in the area of training teachers to be better equipped to teach reading to the undereducated." (Community Adult Education Program)

f. "Adult basic education needs its own supply of teachers." (State Supervisor of Adult Education)

g. "Most in-service training comes through an exchange of correspondence, bulletins, newspapers, professional materials, films, etc., and not through formal in-service training programs." (State Education Specialist)

h. "The colleges need to encourage promising young people to choose teaching situations which are in disadvantaged areas. At the same time, it is necessary for colleges to develop meaningful courses which will give students an understanding of the particular problems that this kind of teaching presents. Stress should be placed on a good background in sociology, psychology, and anthropology. The teaching of the adult basic undereducated requires a special type of teacher and a special type of attitude." (Supervising Teacher -- MDTA)

i. "Convincing the Bureau of Adult Education, State Department of Education, and the local administrations and the local Boards of Education of the importance of teacher-training to the point where they will provide ample funds to conduct meaningful, productive teacher-training programs. They all seem to have the attitude that a short workshop (15 to 30 hours duration) is entirely adequate and that any necessary follow-up can be handled by the local school system (State Department attitude). Or, that such a workshop is adequate and any necessary follow-up should be provided by the State Department of Education (local school attitude). In short, buck-passing by the agencies responsible for funding teacher-training." (State Adult Basic Education Consultants)

j. "Quality control instructional systems are virtually impossible to organize because of the time-consuming task of retaining teachers." (College of Education -- Assistant Dean)

k. "More should be done in evaluation--both of the student and of the existing program." (Chairman - University Department of Teacher Education)

l. "An evaluation of the multitude of tests available in the field." (Supervisor of Local Adult Basic Education Program)

m. "Keeping up to date in the field." (State Director of Adult Education)

n. "Short, easily administered tests--particularly for replacement and achievement whose vocabulary is geared to adults." (Local Director)

o. "To get the teachers to accept the reality that adult basic is not elementary education." (State Consultant in Adult Basic Education)

p.

(1) "How to get teachers to innovate--try the new--both materials and equipment."

(2) "People-oriented teachers in adult basic education, with empathy and enthusiasm that is of some length of duration."

(3) "Holding teachers and other personnel when financing fluctuates, is cut, or does not permit on-going programs to continue." (State Consultant in Adult Basic Education)

q. "Meeting the needs of the younger undereducated adult." (Supervisor, Adult Basic Education - MDTA)

r. "Identification of qualified teacher-training staff who have theoretical knowledge, but who are also able to communicate their skills." (Assistant Professor - College of Education)

s. "More effective ways of reaching adults who need our help (how do we make them aware that we have something to offer which they need)." (Local School District - Supervisor of Adult Basic Education)

t. "Traditional teachers with traditional methods who cannot take time to participate in in-service training activities." (Local School District Supervisor of Adult Basic Education)

u. "Realistic personnel who have actually worked in adult basic education to give us practical guidance and suggestions--not college trained people who have a textbook approach and their 'heads in the clouds'." (County School District - Director Special Education Services)

v. "As a state supervisor of adult basic education, I cannot contract to a university to teacher-train for 1/10 of our state allocation. Therefore, I have to do the job." (State Supervisor of Adult Basic Education)

w. "Greater coordination among the local agencies involved in adult basic education." (Assistant Professor of Education and Director of Field Experiences)

x. "A 'team' approach to the training of teachers of the adult undereducated is needed. This team would be made up of highly qualified persons working as a team under the direction of a coordinator." (Professor of Education)

y. "The major problem faced in my state is selling the idea of adult basic education to local school boards and districts. We believe that if we had the support of a substantial number of the recognized or consolidated school districts in our state, and with proper preparation, we would find eager students in practically every district." (Adult Basic Education Teacher-Trainer - State)

z. "When the teachers are exposed to the differences between grade school and adult teaching--they become excellent students. We miss many teachers who conclude that it just isn't necessary. A credit system would help if we could get the colleges and universities to accept teachers for credit in adult basic education, more teachers would be interested." (State Director - Adult Basic Education)

aa. "Proper diagnostic testing, and the need to develop individualized reading programs with a wide array of materials that will help the undereducated student." (Assistant Principal --Local High School)

bb. "The lack of standardization of qualifications for teachers of the undereducated adult is a major, as yet, unresolved problem. There is a dire need for uniform programs of pre-service and in-service training for teachers of adults similar to those set up for teachers of elementary school children, high school students, and college students." (Big City Coordinator of Teacher-Training in Adult Basic Education)

cc. "Lack of concern of local educators regarding the need of adult basic education in the area, and getting local educators involved in recruitment of adult basic education students." (State Supervisor of Adult Basic Education)

dd. "The state-supported colleges and universities are not offering courses for training teachers of adults. Nor are they offering training to teachers for guidance of adults with less than a high school education." (Assistant State Director of Adult Education)

ee. "My greatest concern in adult education is to develop ways of helping professional teachers to relax with adults, and to let the adult student learn how to take some responsibility for his own education. There is more to adult basic education than learning the 3 R's, as we need to know how to help students plan for themselves and for their families. The traditional curriculum could be the vehicle with which we could teach adults how to go about living in our society." (Supervisor of Elementary Education - State Prison)

ff. "The uncertainty of funding and directives from Washington has caused serious difficulties with money and with timing for workshop arrangements. The major unresolved problem is the handling of total illiterates who seem to be retarded. Is the use of IQ tests permissible?" (Teacher)

gg. "How to start classes of adult basic education in large manufacturing companies which employ undereducated people. The need for continuous workshops to learn of new methods of teaching and to evaluate materials that are newly offered almost all of the time." (City Supervisor of Special Education)

hh. (1) "There is a lack of time on the part of teachers who are primarily doing adult basic education as an extra-time vocation."

(2) "We also find that we must include more time in our workshops for developing techniques of diagnosing the reading skill inadequacies in order to make lessions meaningful to students. This, of course, is dependent on the use of grouping techniques within the homogenous groups."

(3) "We have been trying to develop a better understanding of the objectives of adult basic education on the part of teachers--especially the importance of developing a curriculum which is interesting and pragmatic for this segment of the population." (Associate Supervisor of State Adult Basic Education Programs)

ii. "Teachers should be allowed the time to participate in in-service adult basic education training programs, and they should be paid for attending." (Consultant in Adult Basic Education, State Department of Education)

The above comments represent a sampling of some of the more important problem areas which were discussed on the questionnaires: the need for research and evaluation; the need for qualified teachers who demonstrate an uncondescending empathy with the adult undereducated; the need for more money and for more time to train teachers; the need for pragmatic curricula which will reach the undereducated; the necessity of bringing the hard facts of the problems of the undereducated adult to the attention of the local power structures; and finally, the need to involve the community in a broadly-based program.

It appears that the university educators are concerned with research and evaluation of adult basic education programs. If the universities and colleges become involved, more work should be accomplished in these areas. On the other hand, those who are administering adult basic education funds and programs in the field are presently more concerned about their existing programs, the generation of new programs, and funding for both, than they are about empirical research. The problem may be one of reconciling the field's pragmatic interest in action programs with the universities interest in research, evaluation, and teacher-training. There was no mention of the use of "teacher-aides" in the adult basic education classroom, but this also may be an area where much more work could be done.

2. Evaluation of the Trainers and Teachers Trained in the States

The second part of the evaluation procedure was to determine who the persons were who were trained by the participants in the Summer 1965 Workshops, i.e. the trainees and their opinions of their training, and what these trainees considered to be the essential problems still to be met in the field of adult basic education. This is the first nation-wide survey of people who are directly connected with the adult basic education classroom. The results should have interesting implications for policy in the field of adult basic education and for further follow-up studies.

Of the 5,000 questionnaires sent to those trained in the States (Appendix B), 1500 returns (30%) were received between May and October, 1966. The results were computer tabulated, and analyzed for this report. As in Part 1, the responses were designed to answer the three questions: (a) who were the persons trained by the Summer 1965 Workshop's trainers? (b) how effective did they feel the training was which they received? and (c) what do they perceive as the unresolved problems in adult basic education?

(a) Who were the persons trained by the 1965 Workshops' trainers?

The responses to Questions 2, 3, 4, 5, 8, 12, 14, 15, 16, 17, and 18 give some indication of who the trainees are.

Question 12. Current position in adult basic education.

If the 1500 responses, 64.1% were teachers, 14.1 percent were supervisors, and 4.0 percent were counselors.

Question 2. Training Agency and Institution.

The majority of those who responded to the questionnaires (71.6%) were trained either by the State Department of Education or by the local school system. Colleges or universities served as training institutions for 23.3 percent of those responding. These proportions roughly approximate the "mix" of

trainers in the Summer 1965 Workshops.

Questions 3 and 4. Are you employed full time or part time in an adult basic education program?

Of those responding, 78.6 percent were employed in an adult basic education program, with 25 percent employed full time, and 75 percent employed part time. These responses would seem to substantiate the findings in the evaluation of the trainers, where the recurring theme was the problem of part-time teachers, part-time training, and insufficient funds and time to establish full-time training programs and to train full-time classroom teachers.

Question 5. Age.

The majority of those trained were between the ages of 31 and 60 (76.2%). Six percent of those responding were between the ages of 21 and 25, and 5 percent were over 60. This would seem to indicate that the teachers, supervisors, and counselors who are working directly with the adult undereducated, are mature adults who have probably had many years of experience in education, although not necessarily in adult education. This is further borne out in the responses to Question 14, where a high percentage of those responding indicated extensive experience in the elementary school grades and secondary grades 7 to 9.

Question 8. College degrees held.

The bachelor's degree was held by 47 percent of those who responded, and the master's by 45 percent, again reinforcing the point that those in the field who are in close contact with the classroom situation are primarily experienced educators with either a bachelor's or a master's degree, primarily in the field of education (Question 9--Major area of university training--was not tabulated, but the vast majority of those who responded to Question 9 specified that their major area of university training was education).

Question 14. Teaching experience by grade.

Most of the respondents checked more than one of the areas listed under Question 14, indicating that they had teaching experience at various grade levels. The following data are illustrative of the range of experience which they bring to the adult basic education classroom.

Grade Level	% of 1500 Responses Replying to Each Item *
Pre-school	9.4%
Grades 1 through 3	40.9%
Grades 4 through 6	56.2%
Grades 7 through 9	56.1%
Grades 10 through 12	36.8%
College experience	8.4%
Supervisory experience	17.2%

As indicated above, a high percentage of those responding to each item had experience in elementary grades. Many had experience in the secondary grades 7 through 9, with fewer who had senior high experience in grades 10 through 12, and even fewer who had college experience in teaching. A substantial number (17.2%) responded to the item "Supervisory experience."

Question 15. Total teaching and supervisory experience at all levels.

Nearly 75 percent of the respondents had more than six years of teaching and supervisory experience. Another 21 percent had between one and five years of experience.

Question 16. Do you hold an active teaching certificate or license?

Ninety-four percent of the respondents hold an active teaching certificate or license. If the sample is valid, the protests of those who claim that teachers of the adult undereducated do not have teaching certificates or licenses would seem to be unfounded. The vast majority of those responding in this sample have had extensive teaching experience and hold a certificate or license. As indicated earlier, they also have a bachelor's or a master's degree.

Question 17. Have you ever been a volunteer in an adult basic education program?

A majority(67%) of those responding had never volunteered in adult basic education programs. Therefore, one might conclude that the majority of those who are teaching in adult basic education, based on this sample, were active supervisors or teachers who worked with the adult undereducated on an overload basis, i.e. extra time for extra pay. This would seem to substantiate the comments of many of the administrators of adult basic education programs reflecting concern that their full-time supervisors and teachers are

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* Percentages total more than 100% because of multiple responses.

being used in adult basic education programs on an overload basis, thus placing additional burdens upon the participating supervisors, the teachers, and the school system.

Question 18. How many years have you worked with the undereducated adult?

Over 87 percent of those responding to Question 18 had either no experience or between 1 and 5 years' experience with the undereducated adult. Very few of those responding had more than 5 years' experience in working with the adult undereducated, again emphasizing the relative newness of the field of adult basic education. The responses to Question 18, when compared with the responses to Question 15, imply that many of those teaching in adult basic education programs are highly experienced elementary and secondary school teachers who have only recently entered adult basic education programs.

(b) How effective was the training which they received?

Over 50 percent of those responding had attended other adult basic education training programs. This would indicate that much of the training conducted by the Summer 1965 Workshops' participants was of the in-service variety. Questions 21, 22, 13, and 19 apply.

Question 21. What was the length of the adult basic education program in which you participated?

Almost 40 percent of those responding attended training programs of between 1 and 20 hours and another 24 percent attended programs which were over 80 hours in length. The balance attended programs 20 to 80 hours long. Programs between 1 and 20 hours long could have been one-day-a-week sessions, one-night-a-week sessions, a three-day session, or some similar short-term training format. Those attending programs of over 80 hours in duration were probably of three to four weeks' duration.

Question 22. Was this training period adequate?

The responses to Question 22 indicate that approximately 58 percent of those responding thought that the length of program which they attended was either "very adequate" or "moderately adequate". Thirty-six percent thought the length of program was "adequate to some degree" or "moderate."

Question 13. How well do you think the adult basic education program which you attended prepared you for your role in adult basic education?

Over 78 percent of the respondents thought the program they attended prepared them "very well" or "adequately" for their role. Approximately 12 percent thought they were inadequately prepared. Unfortunately cross-tabulation of the questions 21, 22, and 13 were not available to determine how the length of programs compared with respondents' opinions of adequacy.

Question 19. Organization, operation, and impact of the training program in adult basic education.

The responses to Question 19 have been tabulated according to participant responses in the "good" and "poor" areas of organization, operation, and program content.

Organization, Operation and Program Content	% of Those Responding To These Items
"Good" - (45% or more responded "good" to these items)	
Facilities and arrangements	64.4%
Reading instruction	54.3%
Program content	53.3%
Participant/staff interaction	49.9%
Availability of materials	48.3%
Use of teaching materials	45.2%
"Poor" - (15% or more responded "poor" to these items)	
Use of volunteers	31.9%
Use of library	27.4%
Health services available	26.0%
Employment services available	25.9%
Job orientation	21.7%
Welfare services available	21.0%
Consumer education	20.7%
Guidance, counseling, and social service	19.5%
General consultants on teaching methods	17.9%
Use of visual aids	17.9%
Counseling, testing, and guidance of undereducated adults	17.2%
Non-English speaking adults	17.1%
Recruitment of students	15.6%

All other areas not listed were considered "fair." There is some agreement of responses to Question 19 with the reaction of the trainers in Part I to the program content and organization of the Workshop training program in which they participated. Areas which need

to be emphasized more in future adult basic education teacher-training programs include arithmetic, citizenship instruction, consumer education, and job orientation; the use of teacher-aides; counseling, testing, and guidance of the undereducated adult; recruitment; and the availability and use of supporting resources in the adult basic education program.

(c) What do they perceive as the unresolved problems in adult basic education?

Question 20. What are the major unresolved problems you face in working with the undereducated adult?

Many of those responding checked more than one problem area. The figures presented below show the percentage of the 1500 respondents who checked a particular problem. A problem is listed below only if a response was equal to or greater than 20 percent of the total of 1500 replies.

Major Unresolved Problem (20% or Greater	% of Total Responding To This Item
Recruiting of students	43.6%
Proper choice of materials	33.9%
Testing and grouping students	33.5%
Availability of materials	32.5%
Availability of supporting services (health, welfare, employment, etc.)	24.2%
Motivating students	24.0%

It is interesting to note that the problem of availability of materials and supporting services isdirectly related to the problem of proper budget which was brought out in the trainers' responses (Part 1), and to the content listed as "poor" under program content in Question 19. There has been a continuing need for more information on materials including a proper evaluation of these materials for the adult basic education classroom. More research into the problems of recruiting motivating, and retaining the adult basic education student is also needed.

This evaluation questionnaire was an attempt to perform a survey of those who were trained in the States and who are working directly with the adult basic education programs. This is probably the first attempt of this kind to solicit information on adult basic education on a nation-wide scale, and the data can be used as a logical first step in further evaluations.

III. CONCLUSIONS AND RECOMMENDATIONS BASED UPON THE CONDUCT AND EVALUATION OF THE WORKSHOPS.

Some of the following conclusions and policy recommendations seem to emerge logically from the two field evaluations performed in the spring and summer of 1966. Evaluations were made not only of the participants who attended the Summer 1965 Workshops in adult basic education, but also of the teachers, supervisors, and counselors whom they subsequently trained in their States. Other conclusions and recommendations are admittedly the personal opinions and convictions of the author which have grown out of his intimate connection with the total project.

In 1966, there were still more than 8 million men and women in the United States (about 7.5 percent of all Americans 18 years of age and over) who could not read above a fifth grade level. Eleven million adults in the United States (about 10 percent of the population age 18 or over) have completed less than 6 years of school. Since the passage of the Economic Opportunity Act in 1964, approximately 375,000 adults have been enrolled in adult basic education classes, and a total of $39 million of Federal funds have been spent to train them. The conclusions of this final report on the Ford Foundation project in adult basic education reflect the thinking of those in the States who are primarily responsible for the education of these undereducated adults and who are in the best position to assess both the effectiveness of the federally-funded programs in adult basic education, and the gaps which still remain.

A. Information and Coordination

There is a continuing need in the field for information on what others are doing in adult basic education, including data on successful programs; new approaches to old problems; research and evaluation of materials, methods, problems of recruitment, motivation, counseling, sociological-psychological background of the disadvantaged; and other factors to enable those in adult basic education to carry out their program responsibilities more effectively.

Continuing workshops in adult basic education are needed to bring new information to those who are actively engaged as administrators, supervisors, and teachers in adult basic education programs.

There is a need for greater coordination of effort in the community to obtain the support of all local agencies who are involved in adult basic education. In addition, it is highly desirable that uni-

versities and colleges become involved in adult basic education programs, especially in the area of teacher-training and the preparation of administrators and others who will be working with the disadvantaged.

Information on the uses of all community services available for the support of adult basic education programs is essential for the proper operation of these programs. This would include information on welfare services, legal services, consumer education services, employment opportunity services, library services, and health services in the community.

The local power structure should be made aware of the adult basic education program in the community and every effort should be made to enlist the support of those in positions of leadership for the program. Good liaison with the mass media could materially assist in bringing the plight of the undereducated to the attention of community leadership.

B. Teacher-Training

Meaningful, productive teacher-training programs with adequate funding should be developed immediately in the field of adult basic education. Probably these programs should be of two or more weeks' duration: and where possible, they should be full-time programs for full-time teachers of the adult undereducated. The data in the report suggest that most of the teacher-training is now, and will continue to be, of the in-service variety. The average teacher in the adult basic education classroom, according to the survey, had had extensive experience in elementary and secondary education, but relatively little experience in the teaching of the adult undereducated.

Qualified teachers are necessary to do the job required in adult basic education in the United States. In addition to the experienced teacher who is coming into the field of adult basic education, every effort should be made to attract younger teachers to this fast-growing area of education considered so vital to the fullest development of the individual in our society.

The fullest use of "teacher-aides" should also be explored. This subject was not considered by those answering the questionnaires to be a major problem, although the very lack of attention given to this underdeveloped area would indicate that much more work should be done to bring "teacher-aides" into focus as valuable assistants in the adult basic education classrooms.

The type of training which the teachers receive in adult basic education training programs is important. The responses to the questionnaires indicate that the most significant learning experiences have taken place when the teacher-trainee was fully involved in his own training program. Most of the teacher-trainees are experienced teachers who have taught in the elementary and secondary grades prior to becoming involved in adult basic education programs. With this wealth of experience, it is essential in the teacher-training program to tap this knowledge and to allow the adult teacher-trainee to guide his own learning process.

C. New Approaches and Insights

Curriculum Developments. -- New approaches are needed in curriculum development so as to match the adult basic education curriculum to the needs of the adult basic education student. These new approaches should emphasize not only reading and arithmetic, but also the areas of consumer education, orientation to the work world, personal habits, health and family, citizenship, and other areas to make the disadvantaged adult a fully contributing member of society.

Just as the adult teacher-trainee should be allowed to participate fully in his own learning process, so should the adult basic education student be allowed to participate fully. This involvement of the student in the planning of his own learning program is relevant to the planning which he must do for himself and his family in his life role.

Recruitment and Motivation. -- The indications are that recruitment and motivation of the undereducated adult have proceeded at a satisfactory pace. However, there are also indications that recruitment programs in adult basic education are not reaching the "hard core." Those who come to the adult basic education classroom seem to be highly motivated already, and the problem now may be to establish new methods of reaching those who either refuse to attend adult basic education classes, or who have been out of the reach of the recruitment campaign. In addition, more information is needed on how to reach non-English speaking adults. There is a continuing need for research in recruiting new students.

Materials, Methods, Testing, Counseling. -- More effective means of reaching the adult undereducated are necessary, including the development of adult-oriented materials; new methods of approaching the disadvantaged in the classroom situation; short, easily administered tests; and better techniques of counseling the disadvantaged. Colleges, universities, and other independent agencies could well become more involved in research in these areas and in the evaluation of existing programs, materials, methods, and tests.

D. Funding

The funding of adult basic education programs in our country has been sporadic in the past and often insufficient to match the needs of the state or local area. There seems to be a lack of confidence in the continued support of the federal grovernment for such a vital national effort. If the problem of semi-literacy is to be solved in our country, not only will more funds have to made available for adult basic education, but the field will have to gain renewed confidence in federal government funding to continue current programs; to establish new programs; to train more teachers; to draw more students into the classrooms; to establish demonstration projects for the testing and evaluation of materials and methods; and to perform vital research into problems associated with the disadvantaged.

The involvement of the federal government has to continue if the problem of functional illiteracy is to be eliminated. This does not mean, however, that other sources of funding should not be sought. For example, it is possible that industry has not done its fair share in setting up classes for those members of the labor force who are potential employees. The involvement of the industrial community in the training of the adult undereducated will attain increasing significance as the labor market for skilled personnel becomes tighter in the years to come. Other sources of funds for the adult basic education program should be sought in the community at large, in the local and state government, and in the private foundation.

E. Publicity Campaigns

Strong publicity campaigns are needed at the national, state, and local level to gain broad-based support for adult basic education programs. This support will be forthcoming only if our national leaders are aware of the dimensions of the problem of undereducation in our country, and appreciate the continued needs of those who are working to solve the problem. Support for the adult basic education programs is needed at the highest level of government. Every effort should be made to obtain this national support. State and local support is needed to establish the above-mentioned broadbased program in adult basic education. All resources of the state and local area should be mobilized to meet the problems.

F. College-University Involvement

As more and more people are needed to work in disadvantaged ares, the colleges and universities will have to assist in

the preparation and training of teachers, trainers, administrators, supervisors, "teacher-aides," and other resource persons to work with the disadvantaged. This requires training in anthropology, sociology, psychology, community development, and other areas which the colleges and universities are uniquely qualified to provide.

In addition, there is a continuing need for objective research and evaluation of methods, materials, testing, recruitment, motivation, sociological-psychological insights, counseling, and other areas of involvement essential to adult basic education programs. Universities and colleges are uniquely qualified to conduct such research. It is also vital that the colleges and universities involve their undergraduates and graduates in degree programs in disciplines affecting the disadvantaged adult.

G. A Unified Effort

Title III of the Amendments to the Elementary-Secondary Act of 1965 is known as the "Adult Education Act of 1966." The Act specifically mentions "adult education" as the education of an individual to enable him to read and write in order to maintain a job and to function in society. The Act specifically establishes for the first time the link between our nation's needs in adult basic education, and our nation's responsibility to offer an opportunity to all adults to obtain, at the minimum, the equivalent of a high school education. The task of advancing the frontiers of adult education in the United States is not finished with the passage of the "Adult Education Act of 1966." It begins anew with the Act, and only a unified, national effort will give every adult the opportunity to complete his secondary education.

Specific Recommendations

1. National Service Bureau in Adult Basic Education

There is a need for a National Service Bureau in Adult Basic Education to open and maintain lines of communication with other agencies and institutions involved in stimulating increased activity in adult basic education, especially in the area of teacher training; development of inventories of materials, programs, and projects; dissemination of this information to the field; stimulation of new ideas and project proposals; research and evaluation in curriculum, methods, recruitment, motivation, and materials, and identification of new resources of funding for porjects in adult basic education. This National Service Bureau in Adult Basic Education could be privately financed, but its function should eventually

be transferred to a federal agency such as the U. S. Office of Education.

Under terms of an agreement with the National Association for Public School Adult Education, the University of Maryland, as part of its responsibility for the Ford Foundation project reported here, arranged for an experiment in estabilshing such a Service Bureau or Clearinghouse. Its activities are reported in some detail in the following chapter.

2. Regional Demonstration Centers

Regional demonstration centers are needed to perform staff and teacher-training in adult basic education; to do research on materials, methods, and other areas of adult basic education; to evaluate programs and materials; to develop and use technological innovations, such as educational television; and constantly to advance the frontiers of adult basic education.

3. A National Teacher-Training Institute

It is recommended that a non-federally-financed National Teacher-Training Institute be established to perform the vital functions of teacher-training in adult basic education. The teachers and supervisors trained in the Institute would receive a certificate after completion of the program. The Institute would be staffed by full-time professionals using modern materials, methods, and technologies to reach the adult undereducated. Experimental classrooms, closed circuit television, a newsletter or perhaps a journal, and constant up-dating of the training processes would be features of the Institute.

4. Demonstration Project for the Development of School Dropouts and Unemployed Classrcom Teachers

A demonstration project is needed to determine the feasibility of training school dropouts and unemployed youth to serve as teacher-aides in adult basic education. These potential teachers would be given basic training in the fundamental aspects of adult basic education, and then be allowed to serve as apprentice teachers in a classroom situation. Many school dropouts are highly intelligent, but have never been given an opportunity to develop their talents fully. Their supervised instruction would be only at the beginning levels of adult basic education and advanced students could go into classes conducted by more highly qualified teachers.

5. Demonstration Projects in Industry

Demonstration projects in the training of the adult under-

educated are needed in industrial firms to demonstrate the efficacy of internal education programs for raising the skill level of employees. There should be research projects to determine if this training can be effective, and if this source of potential skilled labor can be trained to fill industrial manpower needs.

IV. THE NAPSAE ADULT EDUCATION CLEARINGHOUSE (NAEC)

As a result of the Summer 1965 Workshops and the evaluations which were received from the field, the need for a central source to act as a "clearing house" of information for trainers and trainees continued to grow. Specifically, this need included the requirements to establish lines of communication among teacher-training institutions and communication with television programming groups (such as N. E. T.); to develop inventories of instructional materials, programs and projects, and personnel; to conduct and/or report on research and evaluation projects; to generate new ideas and programs; to identify new sources of funding, especially non-federal; and to investigate the possibilities of establishing a national service bureau in adult basic education.

There are many agencies, both public and private, who have expressed an interest in such an undertaking. Up to this time, there have been no funds available for the establishment of this national clearinghouse or service bureau. The University of Maryland, enabled by this Ford Foundation grant, approached the National Association for Public School Adult Education (NAPSAE) about such a project and NAPSAE agreed to establish the NAPSAE Adult Education Clearinghouse (NAEC).

From an initial concern only for receiving and distributing documents NAEC has developed an emphasis on providing an individualized information service to the entire field of public school adult education. From a concern only with literacy education, NAEC has broadened its scope to include other areas of adult education. From an interest only in adult education in the United States, NAED has been extended to provide personal consultative services to adult educators in Canada, France, Ireland, and Kenya. A detailed report on these accomplishments is given in the remainder of this chapter.

I. RESPONSE TO NEEDS

The NAPSAE Adult Education Clearinghouse was established by the National Association for Public School Adult Education (NAPSAE) on September 1, 1967, as a service project for individuals involved in the

education, training, and re-training of adults and out-of-school youth in adult basic and secondary education.

NAEC was established under the terms of a grant of $15,900 from the Conferences and Institutes Division, University College, University of Maryland to NAPSAE. The grant was comprised of funds from the Ford Foundation for establishing regional training programs in adult basic education during the summer of 1965.

The purposes of the grant to NAPSAE as stated in the original grant were as follows:

1. Open lines of communications with other agencies and institutions interested in stimulating increased pre-service and in-service training in the field of adult basic education.

2. Begin the solicitation and processing of data from the field, especially information on instructional materials, current training programs, research and evaluation projects, unfunded projects, adult basic education personnel, and other areas of use in stimulating increased and more effective pre-service and in-service training.

3. Disseminate information to the field via a newsletter, bulletins, and other forms of communication.

4. Serve as the intermediary in obtaining support of new ideas and project proposals from the field.

5. Seek to generate new ideas and research, evaluation, and demonstration project proposals in curriculum, recruitment and motivation of teachers and students, instructional materials, adaptability of the new technologies to the classroom, teacher-training, and other areas where gaps currently exist.

6. Assist in identifying other than federal sources of funding for training-related projects in adult basic education.

7. Investigate the possibility of establishing a national service bureau in adult basic education, and logical sources of funding for such an undertaking.

II. CURRENT PROGRAM

The effective operation of NAEC was dependent on the employment of a director who had sufficient background and training in (a) adult basic education and (b) information collection and retrieval to enable him to organize and implement the many inter-related, but highly differentiated aspects of the project. The services of Dr. Richard W. Cortright were secured and he began (initially, on a nine month leave of absence) September 1, 1967, to serve as Director of NAEC.

In addition to the University of Maryland grant for $15,900, NAPSAE supplemented out of its own funds $2,378.46 to extend the program on a twelve month basis, to publish several newsletters, and to make possible personalized information dissemination in the field. Effective June 7, 1968, the National Education Association authorized an additional $13,000 in order to continue the program on a limited, but permanent basis and to:

(a) Continue the service of the Director of NAEC for a period of twelve months rather than the nine months provided for by the term of the grant.

(b) Raise the salary of the Director beyond the originally budgeted amount.

(c) Hire an Information Specialist to process the hundreds of documents which NAEC has received.

During the past twelve months the following activities been carried out:

(1) A full-time secretary was employed and office facilities were organized for the operation of NAEC.

(2) A system of document classification and information retrieval was developed. Considerable effort was made to explore a range of possible procedures. It was finally determined to use the aspect system since this system was easily adaptable to more complex systems such as automatic data processing. The system is relatively inexpensive and is easily adapted by small educational organizations for their own retrieval purposes.

State Directors of Adult Education cooperated with NAEC in preparing a term list for document classification. The term list is a list of

338 words by which documents are processed into the NAEC system. This list will be periodically up-dated, depending on the documents which are processed.

(3) Processing of the NAPSAE collection of documents, including published and unpublished books, letters, pamphlets, catalogs, clippings, audio-visual materials, proposals, names of resource specialists, and other materials began. By August 30, 1968 five hundred sixty-five documents had been processed into the NAEC system.

(4) The first meeting of the NAEC Advisory Board was held February 22, 1968. Members of the Advisory Board were drawn from the Adult Education Association, National University Extension Association, United States Office of Education, Washington, D. C. Public Schools, Maryland Department of Education and the National Education Association.

(5) NAEC has been answering requests for information about adult basic and secondary education (a) by citing references, (b) by providing copies of documents, and (c) by providing summaries of information about basic and secondary education. A brief progress report appeared in the December 1967 issue of PULSE, a NAPSAE newsletter for adult educators. (This report is attached as Appendix C.)

Arrangements for collaboration with the ERIC/AE Clearinghouse have been developed so that the two services complement and reinforce each other. In general, the ERIC/AE Clearinghouse has been responsible for the abstracting, indexing and retrieval of substantive documents which it makes available to NAEC and Research in Education, the monthly bulletin of abstracts published by the United States Office of Education. NAEC, in turn, makes selected information available to the profession.

A document flow, a procedure whereby documents are received from the Science Information Exchange of the Smithsonian Institution, has also been established. In addition, documents have also been received from the United States Office of Education, the Center for Applied Linguistics, the Peace Corps, the Social Security Administration, the American Association of University Women, the American Council on Education, the American Association of Junior Colleges, the Bureau of Labor Statistics, and the World Confederation of Organizations of the Teaching Profession.

(6) The services of NAEC were presented at the NAPSAE annual convention in Philadelphia in November 1967, at the First North American Conference on Adult Education in Montreal, Canada in November 1967, and at the World Confederation of Organizations of the Teaching Profession in Dublin, Ireland in August 1968.

(7) In cooperation with the Publications Division of the National Education Association an attractive brochure describing NAEC was produced.

(8) At the request of the Adult Education Association of the United States, NAEC incorporated the AEA adult basic and secondary education documents into NAEC. A training session on information utilization was held for members of the Adult Education Association of Greater Washington in December 1968.

(9) The Director of NAEC represented NAPSAE at the United States Office of Education Region III ABE meeting in Charlottesville, Virginia in October 1967, and at the Department of Adult and Youth Activities of UNESCO in Paris, France in August 1968, at the National Seminar on Adult Education Research in Chicago, at Gorham State College (Maine), in June 1968, at West Virginia University in June 1968, at the Southern Maryland Reading Council in January 1968, at the Rhode Island Association for Public School Adult Education in March 1968, and at the International Reading Association in Boston, Massachusetts in April 1968.

(10) The Director of NAEC consulted with the Research and Information Services Exchange, a Title III project in Montgomery County, Pennsylvania in November 1967, on information utilization procedures with public school personnel.

(11) In cooperation with the Council of State Directors of Adult Education, a survey of research needs in adult basic and secondary education was conducted.

(12) NAEC was announced in the newsletter of the International Visitor Service of the Council of Greater Washington Organizations, the NEA Reporter, and NEA Today.

(13) The first two publications in an occasional series of Current Information Sources, Public School Adult Education, were published jointly with ERIC/AE. Copies were distributed by ERIC/AE and NAEC to adult education leaders. A questionnaire evaluation of the first publication is attached as Appendix D.

(14) By August 31, 1968, a documented record of requests for information about adult basic and secondary education indicated that NAEC has received 332 separate inquiries for information, requests for 938 free materials, which had been made available through NAEC, and requests for 101 other materials.

(15) Three experimental issues of NAEC NEWS were published and distributed to selective readership of 500 ABE teachers who had been trained in summer institutes and to 500 NAPSAE members. A readership survey was carried out. (See Appendix E.) As a result of the survey, information on teacher needs (free materials and job opportunities) was included in NAEC NEWS.

(16) NAEC helped initiate and co-sponsor an Information Utilization Institute jointly with Teachers College, Columbia University, New York.

(17) NAEC created a proposal to develop a Diagnostic Reading Test which was funded by the Flint, Michigan,Community Schools.

(18) NAEC created a proposal to develop a state evaluation model in adult basic education which was funded by the State of New Hampshire.

(19) NAEC developed a proposal to carry on a state-wide evaluation of ABE programs in Indiana.

(20) A bibliography for the Handbook for Administration of Continuing Education to be published by NAPSAE was prepared.

(21) NAEC prepared an article and bibliography on literacy which was published by the Peace Corps in Tech Notes.

(22) NAEC has been asked to prepare a chapter on ABE for the Macmillan handbook on adult education.

(23) The Director of NAEC was given a leave of absence to serve as principal consultant to the AFROLIT Association which met in Nairobi, Kenya; to the University of Georgia; and to the Virginia Associated Research Center of Old Dominion College.

III. FUTURE PLANS

NAEC will be incorporated into the Division of Adult Education Service of the National Education Association on September 1, 1968. An Information Specialist will be employed to assist the Director of NAEC to continue and expand the services of NAEC.

NAEC plans to include the other areas of adult education, increase the number of special publications, and expand its personalized information services. For example, NAEC is designing a multi-media resource information presentation for the NAPSAE National Conference in Seattle, Washington in November 1968.

NAPSAE is grateful to the University of Maryland and to the Ford Foundation for making possible funds necessary for the formation of the NAPSAE Adult Education Clearinghouse. The NAPSAE Adult Education Clearinghouse is also grateful to the NAPSAE Board of Directors and the NEA Budget Committee for Making possible the continuation and expansion of the Clearinghouse.

V. PROJECT BUDGET SUMMARY

I.	Project Funding:[1]		
	A. Inter-University Workshop	$78,500.00	
	B. Supplemental Activities	13,000.00	
	Total Funding Available		$91,500.00
II.	Project Expenses:		
	A. Total Project Administration[2]		
	1. Salaries, Wages, Benefits	$ 9,567.48	
	2. Operating Expenses	4,526.41	
		14,093.89	
	B. Inter-University Workshop - Direct Charges		
	1. Consultant Fees	$ 6,778.00	
	2. Operating Expenses	32,526.93	
		39,304.93	
	C. Publication of Guide		
	1. Consultant Fees	$ 2,662.50	
	2. Operating Expenses	6,706.51	
		9,369.01	
	D. Field Evaluations		
	1. Staff, Consultant Fees	$ 696.76	
	2. Operating Expenses	3,585.41	
		4,282.17	
	E. Project for the establishment of a Clearinghouse serviced by NAPSAE, Washington, D. C. office, to continue the work of the 1965 "Trainers of Trainers' Workshops"[3]	15,900.00	
	F. University Management Expenses		
	1. Inter-University Workshop	$ 7,500.00	
	2. Supplemental Activities	1,050.00	
		8,550.00	
	Total Project Expenses		$91,500.00

FOOTNOTES

[1]Three "Trainers of Trainers' " Workshops were conducted under similar grants from the Ford Foundation in the Summer of 1965. The total Ford Foundation funding for the three projects is shown below:

University of New Mexico (2-week workshop for 20 participants)	$ 22,500
University of Washington (2-week workshop for 29 participants)	25,600
University of Maryland (2-week workshop for 106 participants and subsequent activities)	91,500
Total Ford Foundation Funding	$139,600

[2]The Project Administration Expenses cover the total project from April, 1965 to August, 1968. These expenses were not prorated over the various activities performed under the grants.

[3]The budgeted funds and accumulated expenses for the Clearinghouse are as follows:

ITEM	BUDGETED	ACCUMULATED EXPENSES
Coordinator's Salary	$ 6,400.00	$ 10,545.37
Secretary/Clerical	5,600.00	3,731.74
Travel	1,100.00	1,491.51
Supplies	300.00	779.47
Communications	450.00	179.42
Publications	1,000.00	1,015.03
Rent, Heat, Light	1,000.00	370.31
Advisory Committee Conference	- 0 -	115.61
	$15.850.00	$ 18,228.46

FUNDS FROM NAPSAE - $2,378.46

ERIC Clearinghouse
MAR 20 1969
on Adult Education